DOCUMENT RESUME

ED 470 401 SO 034 155

AUTHOR Khachikian, Arthur

TITLE Mapping Russia: Geographic and Cultural Diversity.

INSTITUTION Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

PUB DATE 2001-00-00

NOTE 49p.; With contributions from Angie Kim and Gary Mukai.

AVAILABLE FROM Stanford Program on International and Cross-Cultural Education (SPICE), Encina Hall East, Ground Floor, 616 Serra Street, Stanford, CA 94305-6055. Tel: 800-578-1114 (Toll Free); Fax: 650-723-6784; e-mail: spice.sales@forsythe.stanford.edu; Web site: http://spice.stanford.edu/ .

PUB TYPE Guides - Classroom - Teacher (052)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS

DESCRIPTORS Academic Standards; *Cross Cultural Studies; *Cultural Differences; Foreign Countries; *Geography; High Schools; Social Studies; Student Educational Objectives; Student Research; Units of Study

IDENTIFIERS Asia; Europe; *Russia

ABSTRACT

For people living in the 20th century, Russia has been associated with images of communism, the Bolshevik Revolution, totalitarian regimes and leaders, and the fears and stereotypes of the Cold War era. The dissolution of the Soviet Union, the end of the Cold War, and the liberal revolutions of the 1980s-1990s have provided an opportunity to discover the new Russia and to gain a greater understanding of the country and its people. The main goal of this unit is to introduce students to the geographic and cultural diversity of the peoples and territory of the Russian Federation. The unit seeks to take students inside the black box and introduce them to the uniqueness of the country, its political-administrative structure, its natural resources, and the mosaic of its ethnic groups and their territorial homelands. Students learn about Russia's main geographic regions, spreading across 11 time zones of Europe and Asia. The unit has an introduction; rationale; unit goals; materials needed; time required; suggested sequence of activities; lesson descriptions; connections to standards; and grade levels. Lesson 1, "Russia: Land of Diversity," provides a general introduction to Russia, its geographic position across Europe and Asia, and an overview of the main geographic and natural landmarks, regions, and territorial units of the Russian Federation. Lesson 2, "Ethnicity and Ethnic Conflict: Northern Caucasus," offers students a general conceptual understanding of ethnicity, nationality, and ethnic conflict, using the example of the Northern Caucasus. Lesson 3, "Regions of Siberia," encourages students to explore the relationship between the land and the people, using the example of Siberia. (BT)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 470 401

Mapping Russia: Geographic and Cultural Diversity.

Arthur Khachikian

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

SO 034 155

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

G. Mukai

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

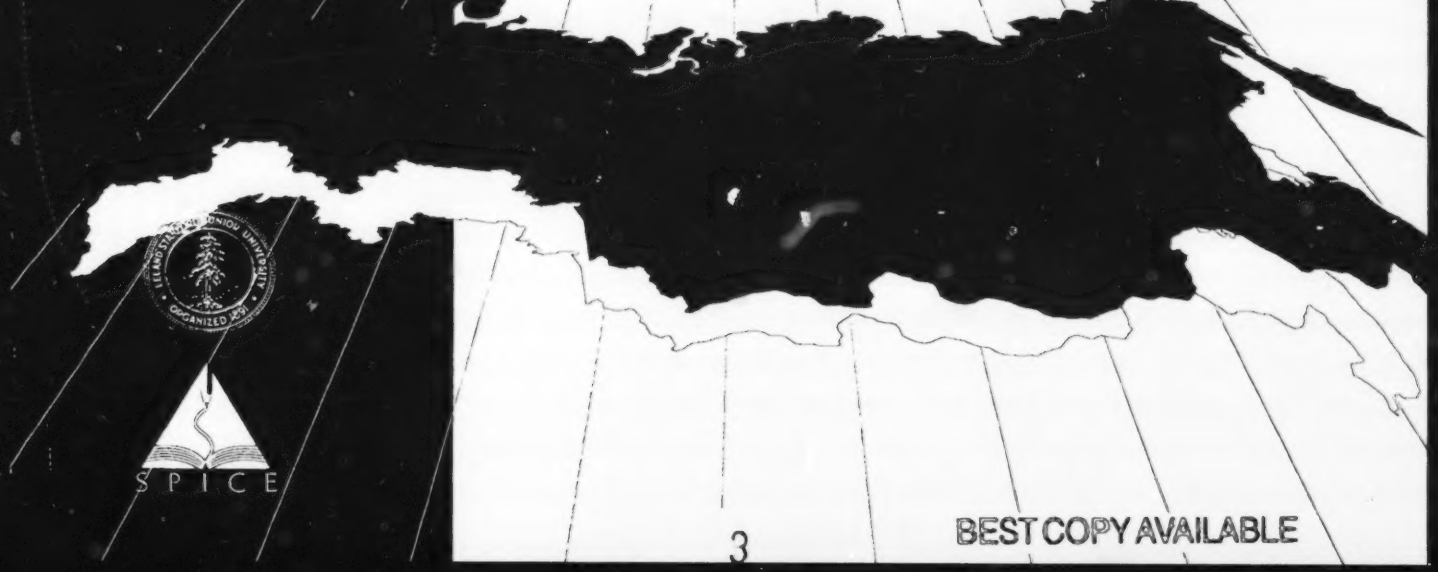
☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this docume..t do not necessarily represent official OERI position or policy.

Mapping Russia

Geographic and Cultural Diversity



SPICE

BEST COPY AVAILABLE

STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION

A PROGRAM OF THE INSTITUTE FOR INTERNATIONAL STUDIES

Since 1976 the Stanford Program on International and Cross-Cultural Education (SPICE) has supported efforts to internationalize elementary and secondary school curricula by linking the research and teaching at Stanford University to the schools through the production of high-quality curriculum materials on international and cross-cultural topics. Housed in the Institute for International Studies at Stanford University, SPICE has produced over 100 supplementary curriculum units on Africa, Asia and the Pacific, Europe, Latin America, the global environment, and international political economy. SPICE draws upon the diverse faculty and programmatic interests of Stanford University to link knowledge, inquiry, and practice in these curriculum materials.

CRITICAL THINKING AND MULTIPLE PERSPECTIVES

SPICE recognizes its responsibility to present multiple perspectives and enhance critical thinking and decision-making skills in subject areas such as geography, economics, political science, international security, the environment, history, science, foreign languages, language arts, and fine and applied arts. SPICE's interdisciplinary approach draws upon simulations and role plays, debates, readers' theaters, lessons involving the visual and performing arts, writing exercises, and cooperative group activities.

Attention to the unique needs of today's linguistically, ethnically, and socially diverse classrooms is of pressing concern to educators throughout the country. SPICE has made a strong commitment to creating curriculum materials that model effective ways of working with students of all backgrounds.

SPICE is a nonprofit educational program and receives funding from the Institute for International Studies at Stanford University and several private and government foundations and programs.

SPICE

Stanford University
Institute for International Studies
Encina Hall East, Ground Floor
Stanford, CA 94305-6055
Tel: (800) 578-1114
Fax: (650) 723-6784
http://spice.stanford.edu
SPICE.sales@forsythe.stanford.edu

IIS

LELAND STANFORD JUNIOR UNIVERSITY • ORGANIZED 1891 •

This curriculum unit is printed entirely on recycled paper. At SPICE, we have adopted a policy of using recycled paper for all of our publications. This commitment reflects the concern of all our employees—a commitment that is further reinforced through an extensive recycling program at Stanford University.

MAPPING RUSSIA:
GEOGRAPHIC AND CULTURAL DIVERSITY

Developed by
Dr. Arthur Khachikian
with contributions from Angie Kim and Gary Mukai
Stanford Program on International and Cross-Cultural Education (SPICE)

Copyright © 2001
by the Leland Stanford Junior University Board of Trustees

For further information contact:
SPICE
Institute for International Studies (IIS)
Encina Hall, Stanford University
Stanford, CA 94305-6055
Tel: (650) 723-1114
Fax: (650) 723-6784
http://spice.stanford.edu
SPICE.sales@forsythe.stanford.edu

ACKNOWLEDGMENTS

The primary author of this curriculum unit is Dr. Arthur Khachikian, Stanford Program on International and Cross-Cultural Education (SPICE), Institute for International Studies (IIS). Angie Kim and Gary Mukai are contributing authors. Gary Mukai, Director, SPICE, served as the primary curriculum advisor.

Special appreciation goes to Professor Coit Blacker, Acting Director, IIS, for serving as the primary faculty advisor of this unit. Much gratitude is extended to the following consultants who dedicated so much of their time and expertise to the unit: Dr. Mary Dakin, Associate Director of the Center for Russian and East European Studies (CREES); Professor Nancy Kollman, Director, CREES; and Dr. Marina Moiseeva, former CREES visiting scholar.

We thank Rosemary Schnoor of CREES and Lori McVay of IIS for providing administrative support.

Special thanks to Amy Cheng for her copyediting expertise.

We also thank Richard Sakai, Y Design, Santa Clara, California, who designed the curriculum unit cover as well as the maps used in the unit; and the Corbis Corporation and its photographers for providing us with photographic images used in the design of the unit cover.

The curriculum unit was made possible through the generous support of the Center for Russian and East European Studies and the Institute for International Studies, Stanford University.

table of contents

Unit Introduction

Mapping Russia: Geographic and Cultural Diversity 1

Rationale 1

Unit Goals 2

Materials 2

Time and Suggested Sequence of Activities 2

Lesson Descriptions 2

Connections to Standards 3

Grade Levels 3

Lesson One

Russia: Land of Diversity

Introduction 4

Objectives 4

Materials 4

Teacher Preparation 4

Time 4

Procedure 5

Transparency #1a, *Russia Map Hunt Questions* 7

Handout #1a, *Blank Map of Russia* 8

Handout #1b, *Physical Map of Russia* 9

Handout #1c, *Political Map of Russia* 10

Handout #1d, *Answer Page for Political Map Hunt* 11

Teacher Answer Sheet, *Russia Map Hunt Answer Key* 12

Handout #1e, *Concepts for Discussion* 13

Handout #1f, *Answer Sheet for Concepts for Discussion* 14

Handout #1g, *The Russian Federation and the United States: Comparative Facts* 16

Lesson Two

Ethnicity and Ethnic Conflict: The Northern Caucasus

Introduction 17

Objectives 17

Materials 17

Teacher Preparation 18

Time 18

Procedure 18

Handout #2a, *Fact Sheet for Ethnic Groups in Russia* 21

Handout #2b, *Political Map of the Northern Caucasus* 22

Handout #2c, *Ethnic Map of the Northern Caucasus* 23

Fact Sheet #2a, *Adygey* 24

Fact Sheet #2b, *Chechnya* 25

Fact Sheet #2c, *Dagestan* 26

Fact Sheet #2d, *Ingushetia* 27

Fact Sheet #2e, *Kabardino-Balkaria* 28

Fact Sheet #2f, *Karachai-Cherkessia* 29

Fact Sheet #2g, *North Ossetia (Alaniya)* 30

© SPICE

Lesson Three
Regions of Siberia
Introduction 31
Objectives 31
Materials 31
Teacher Preparation 31
Time 31
Procedure 31
Handout #3a, *Siberia Fact Sheet* 34
Handout #3b, *Policy Recommendation Guidelines for Economists* 36
Handout #3c, *Policy Recommendation Guidelines for Ecologists* 37
Handout #3d, *Map of Natural Resources of Siberia* 38
Handout #3e, *Environmental Map of Siberia* 39

References 41

Unit Introduction

MAPPING RUSSIA:
GEOGRAPHIC AND CULTURAL DIVERSITY

Rationale

The main goal of *Mapping Russia: Geographic and Cultural Diversity* is to introduce students to the geographic and cultural diversity of the peoples and territory of the Russian Federation. Throughout much of recent history, and particularly in our times, Russia has held a prominent place in world affairs. Its long and turbulent history, rich culture, important role in international politics, and the sheer size of its territory and resources have always attracted the curiosity and marvel of the world.

For generations of Americans who lived in the second half of the 20th century, Russia has been associated with images of communism and the Bolshevik Revolution, its totalitarian regimes and leaders, and the fears and stereotypes of the Cold War era. The words "Soviet," "communist," and "Russian" were understood by many as synonymous. The dissolution of the Soviet Union, the end of the Cold War, and the liberal revolutions of the 1980s and 1990s have given us a unique opportunity to discover the face of the new Russia and to gain a better, fuller understanding of this country and its people.

This unit approaches the subject of Russia from a particular angle. It seeks to take students inside the "black box" and introduce them to the vast diversity of this country, its political-administrative structure, its natural resources, and the mosaic of its ethnic groups and their territorial homelands. In addition, students are introduced to Russia's main geographic regions, spreading across 11 time zones of Europe and Asia, from the Baltic to the Pacific, and from the Arctic to the Caspian.

The organization of the unit is twofold, including both geographic and thematic components. Each lesson covers a particular geographic area with an emphasis on a specific theme.

This structure makes it possible to teach students about the main geographic regions of this vast country, such as the Northern Caucasus and Siberia. At the same time, it introduces them to such issues as sovereignty and federalism, ethnicity and conflict, environment and natural resources, and many other important themes, as well as the political-administrative structure of the Russian Federation. Therefore, this unit combines both factual and analytical knowledge, and students can apply this knowledge to studies about other countries and issues in general.

Unit Goals

- To learn key geographic terms that are important for communicating geographic ideas
- To learn about the physical and political geography of the Euro-Asian continent, specifically—the Russian Federation, and its main landmarks
- To become familiar with key concepts and issues, such as: sovereignty and division of power; federalism and autonomy; and ethnicity, nationalism and ethnic conflict
- To become familiar with the concept of boundaries (geographic, political, and ethnic) and the relationship and interaction among them
- To develop and practice chart and map reading skills
- To develop and provide opportunities for group work and peer interaction
- To develop and improve independent research skills, including electronic databases and the Internet (whenever available)
- To strengthen public speaking and presentation skills

Materials and Equipment

- Overhead projector
- Slide projector
- Textbooks
- Computers and access to the Internet (optional)

Time and Suggested Sequence of Activities

Each of the unit's lessons can be integrated into your curriculum where it best suits your needs. The introductory lesson provides a general overview and sets a context for the remaining ones; it can be used in combination with any of them. However, we highly recommend that you teach the unit as a whole. Each lesson should take 1–2 class periods.

Lesson Descriptions

Lesson One
Russia: Land of Diversity

This lesson begins with a general introduction to Russia and its geographic position across Europe and Asia. It continues with an overview of the main geographic and natural landmarks, regions, and territorial units of the Russian Federation. During the second part of the lesson, students participate in a Russia map hunt, designed to further strengthen their understanding of the country and its geography and politics. The final part of the lesson engages students in a discussion of federalism, related political and territorial concepts, and a comparative study of the federal structure of the United States and Russia.

Lesson Two
Ethnicity and Ethnic Conflict: The Northern Caucasus

This lesson gives students a general conceptual understanding of ethnicity, nationality, and ethnic conflict, using the example of the Northern Caucasus—one of Russia's most ethnically diverse regions. The lesson

© SPICE

begins with students exploring the relationship between ethnic and political boundaries, and between ethnicity, nationality, citizenship, and other concepts. They are encouraged to formulate a definition of ethnicity based on their own understanding of the concept. In the following part of the lesson, students learn about the region of the Northern Caucasus and its many ethnic groups, as well as its territorial units, the federal republics. Using a map of the Northern Caucasus and data on some of the ethnic groups that inhabit the various republics, students learn about the way in which ethnic groups are distributed among the different republics and regions. Once the complexity of this distribution is established, students are asked to think about ways of resolving ethnic differences and keeping peace among various groups. The discussion is based on the example of the Northern Caucasus, but it extrapolates to other countries of the world where various ethnic groups live together.

Lesson Three
Regions of Siberia

The introductory part of this lesson invites students to explore the relationship between the land and the people, using the example of Siberia. The lesson continues with an overview of Siberia's natural resources, its main geographic and natural landmarks, as well as Siberia's main regions. During the class activity, student groups are asked to explore Siberia's ecological problems and economic prospects, representing both environmental and economic perspectives. During an in-class group discussion, both perspectives are represented by respective groups. In the concluding part of the lesson, students are asked to present a joint approach, reconciling the environmental and the economic perspectives.

Connections to Standards

Mapping Russia: Geographic and Cultural Diversity addresses the following standards from *Geography for Life: National Geography Standards*, © 1994, National Geographic Research & Exploration.

1. Places and Regions: The physical and human characteristics of places
2. Human Systems: The characteristics, distribution, and migration of human populations on earth's surface
3. Human Systems: The characteristics, distribution, and complexity of earth's cultural mosaics
4. Human Systems: How the forces of cooperation and conflict among people influence the division and control of earth's surface
5. Environment and Society: How physical systems affect human systems
6. Environment and Society: The changes that occur in the meaning, use, distribution, and importance of resources

Grade Levels

Mapping Russia: Geographic and Cultural Diversity is recommended for grades 10–12.

Lesson One

RUSSIA: LAND OF DIVERSITY

Introduction

This lesson begins with a general introduction to Russia and its geographic position across Europe and Asia. It continues with an overview of the main geographic and natural landmarks, regions, and territorial units of the Russian Federation. During the second part of the lesson, students participate in a Russia map hunt, designed to further strengthen their understanding of the country and its geography and politics. The final part of the lesson engages students in a discussion of federalism, related political and territorial concepts, and a comparative study of the federal structure of the United States and Russia.

Objectives

- To help students place Russia into a larger geographic context
- To teach students about some of the key Russian geographic and political landmarks, as well as stimulate students' thinking about the country's history and culture
- To learn concepts such as federalism and related political and territorial concepts
- To compare the federal structures of the United States and Russia

Materials

- Transparency #1a, *Russia Map Hunt Questions*
- Handout #1a, *Blank Map of Russia*, one per group of 3–5 students
- Handout #1b, *Physical Map of Russia*, one per group of 3–5 students
- Handout #1c, *Political Map of Russia*, one per group of 3–5 students
- Handout #1d, *Answer Page for Political Map Hunt*, one per group of 3–5 students
- For the Teacher, *Russia Map Hunt Answer Key*
- Handout #1e, *Concepts for Discussion*, one per group of 3–5 students
- Handout #1f, *Answer Sheet for Concepts for Discussion*, one per group of 3–4 students
- Handout #1g, *The Russian Federation and the United States: Comparative Facts*, one per group of 3–4 students

Teacher Preparation

- Make copies of all handouts.
- Make transparencies of Handouts #1b and #1c and of Transparency #1a, *Russia Map Hunt Questions*.

Time

1–2 class periods

© SPICE

Procedure

1. Distribute Handout #1a, *Blank Map of Russia*, to small groups or teams of 3–5 students. Using Transparency #1a, *Russia Map Hunt Questions*, inform students that they will have 10 minutes to mark in pencil as many answers (next to numbers corresponding to each question) as they can. Explain to students that they cannot look in their atlases or books for assistance. This is simply a preassessment.
2. After the students have had the opportunity to answer these questions based on their prior knowledge, distribute Handout #1b, *Physical Map of Russia*, Handout #1c, *Political Map of Russia*, and Handout #1d, *Answer Page for Political Map Hunt*, to each group.

   As groups, they should try to find the answers to the questions on Transparency #1a as quickly as possible. The answers should be written on Handout #1d. Each correct answer is worth one point; the group with the most correct answers can be declared the "winner" of the activity. Students can use their atlases or their textbooks to look for correct answers to the questions. Inform students that after every five minutes there will be a bargaining session. At this time, groups cannot continue to work on the map hunt, but can negotiate an exchange of answers with other groups. Each group is free to choose the way it negotiates with other groups.

   Each group should have some members take on the following roles: recorder, negotiator, and speaker. The recorder should write the answers on Handout #1d. The negotiator is responsible for communicating with other teams. Negotiators can leave their seats to meet with other teams. Speakers are responsible for reading the answers from their worksheets to the teacher. The teacher should check for errors.
3. Referring to the *Russia Map Answer Key*, review each question by calling on individual students (or groups) to answer each question.
4. To debrief the activity, ask the groups how they went about answering the questions and also how they used their negotiating periods.
5. In the remaining time, distribute Handout #1e, *Concepts for Discussion*, to each group. Assign each group one of the seven concepts, and ask students to find a definition for the concept, to the best of their ability. If there are more than seven teams, combine teams. Tell students that these are not easy concepts to define, and ask them to explain them in their own words and using their own examples. Give groups at least five minutes to complete this task.
6. After students have finished their work, distribute Handout #1f, *Answer Sheet for Concepts for Discussion*, to the groups. This time, ask students to compare their definitions to those on the answer sheet and to find specific examples of these concepts. Ask students to discuss the following questions:
   - What examples of federations, confederations, and autonomies do

you know? Discuss examples such as Canada, Switzerland, Brazil, Germany, Australia, Nigeria, and others.

- How are these concepts different from each other, and how are they similar?
- What is the relationship among these concepts? Are there any concepts that serve as a condition for others? If one of these concepts is present, can we expect that any others will be present as well? For example, in a federation, should we expect to have federal republics or power-sharing? If we talk about autonomy, should this also involve certain arrangements regarding sovereignty? Can an autonomy or a federal republic have its own constitution?

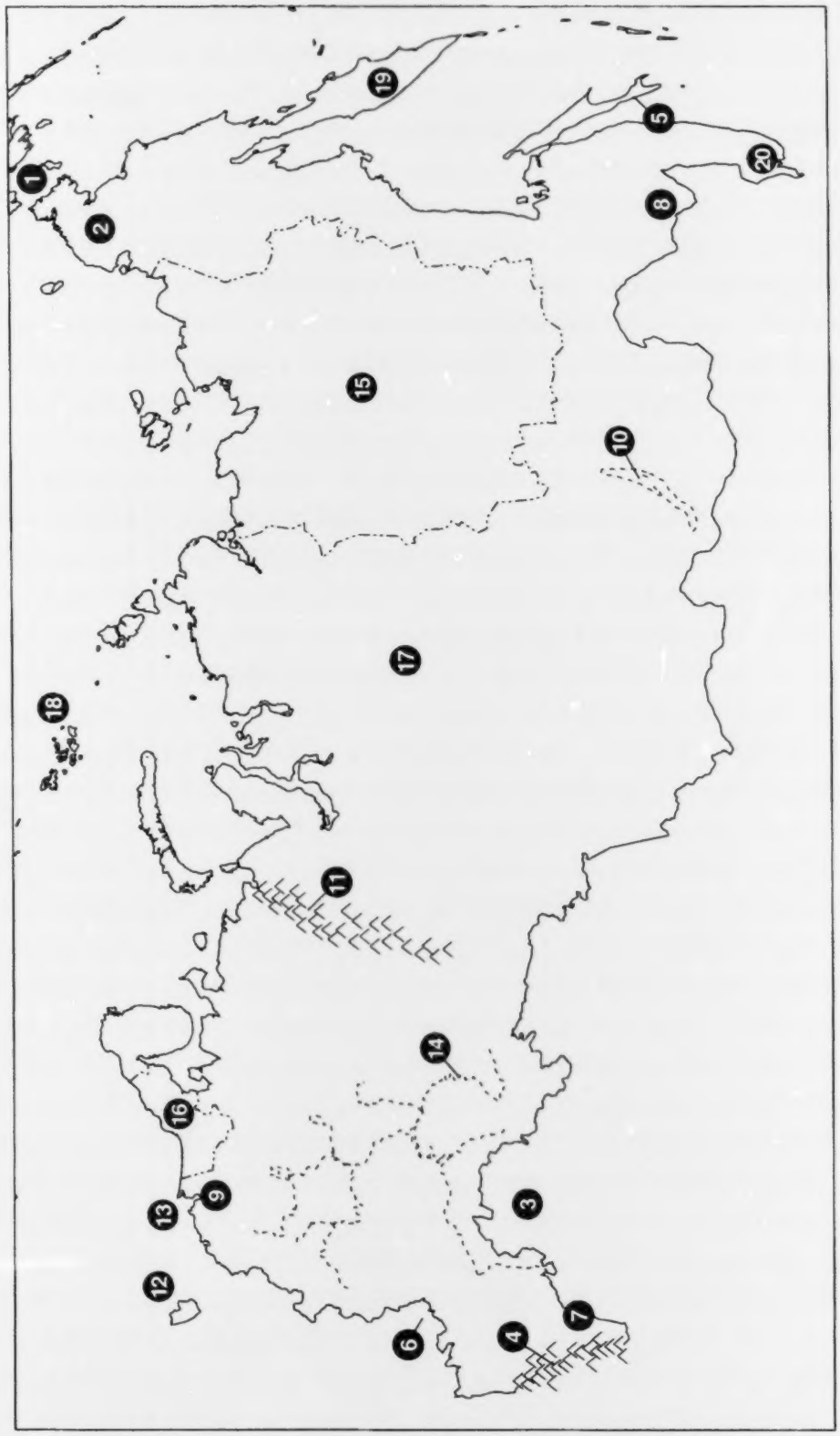
7. Finally, distribute Handout #1g, *The Russian Federation and the United States: Comparative Facts*, to students. Ask them to compare the federal structures of the United States and Russia. What is similar between the two countries and what is different? Who are the "subjects" of the United States and the Russian Federation, and what rights do they have?

© SPICE

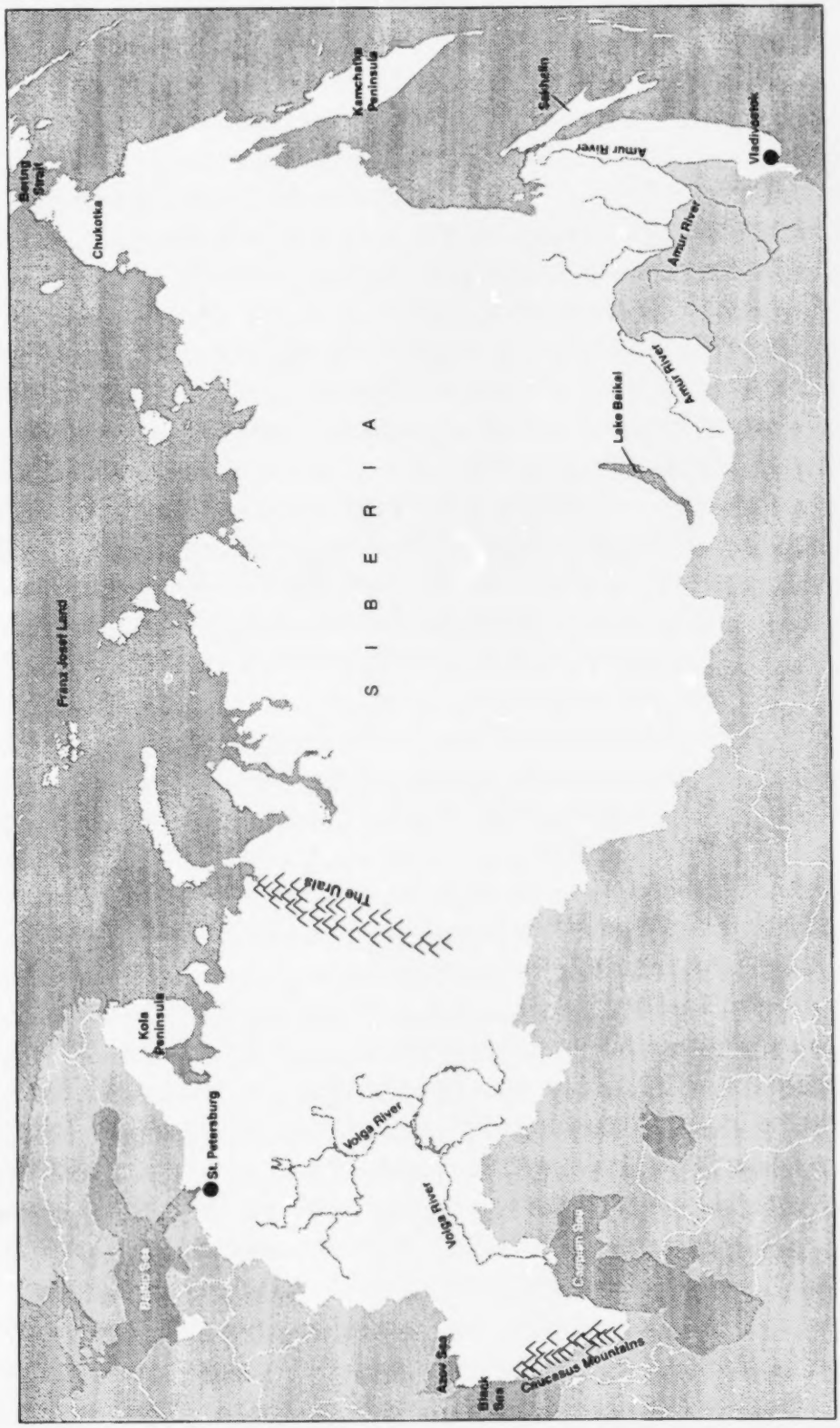
Russia Map Hunt Questions

1. What is the name of the strait that separates Russia from the United States?
2. Which U.S. state and which Russian region are closest to each other?
3. What is the name of Earth's biggest lake that is also called a sea? (Hint: It is located on the southern border of Russia.)
4. What is the name of the mountain range that marks Russia's south-western border, stretching between the Caspian Sea and the Black Sea?
5. What is the name of a large Russian island that lies close to Japan?
6. Which sea is located north of the Black Sea and is connected to it by a narrow strait?
7. What is the name of the republic in the Caucasus that recently became known for its struggle to secede from Russia?
8. Which river marks a large stretch of the Russian border with China?
9. Which Russian city was the capital of Russia before Moscow? (Hint: It is also known as the "Venice of the North.")
10. What is the world's deepest lake that also contains one-fifth of the earth's fresh water resources?
11. What mountain range separates Europe from Asia?
12. What is the name of the Russian region that lies farthest to the west and is disconnected from the rest of the Russian territory? (A bonus question: What was its name before it became Russian?)
13. Which sea became Russia's "window to Europe" under Peter the Great?
14. What is the name of the longest river in Europe which is also Russia's most important river, often referred to as "Mother ..."?
15. What is the biggest federal republic in Russia and where is it located?
16. Which Russian republic borders a Scandinavian country?
17. Which Russian region is known for its immense size and natural resources, such as oil, gas, and timber?
18. What is the name of the Russian archipelago that lies farthest to the north?
19. What is the name of the Russian peninsula that marks the eastern boundary of the Sea of Okhotsk?
20. What is the name of the major city and port in the southeastern corner of Russia?

handout #1a



© SPICE



BEST COPY AVAILABLE

© SPICE

BEST COPY AVAILABLE

Answer Page for Political Map Hunt

Write the answers to the Russia Map Hunt Questions below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Russia Map Hunt Answer Key

1. Bering Strait
2. Alaska and Chukotka
3. Caspian Sea
4. Caucasus Mountains
5. Sakhalin Island
6. Azov Sea
7. Chechnya
8. Amur River
9. St. Petersburg
10. Lake Baikal
11. The Urals
12. Kaliningrad Region (formerly the German city of Koenigsburg)
13. Baltic Sea
14. Volga River
15. Yakutia (Sakha)
16. Karelia
17. Siberia
18. Franz Josef Land
19. Kamchatka Peninsula
20. Vladivostok

© SPICE

Concepts for Discussion

Autonomy

Constitution

Division of Power/Power-Sharing

Federation/Confederation

Republic

Sovereignty

Unitary State

Answer Sheet for Concepts for Discussion

Autonomy

A political arrangement that gives a certain territory or community within a state a right to self-governance in a limited number of areas, such as language, education, and economic issues. This arrangement is "weaker" than a federation since the rights of the autonomous territory are more limited than those of a federal subject. Sample usage: After the conflict in Kosovo ended, the government of Yugoslavia decided to restore the Albanian autonomy.

Constitution

Fundamental law; a system of basic political and legal principles on which a given state is founded. In a federation, the federal constitution lays down the political structure of the state and the division of power between the center and the federal subjects. Sample usage: The constitution of the United States grants each American citizen the right of free speech.

Division of Power/Power-Sharing

A political arrangement among the units within one state that defines the way in which these units divide power among each other, whereby power over certain areas is assigned to certain units. Federalism and autonomy are examples of power-sharing. Sample usage: According to the power-sharing arrangement in Switzerland, certain positions within the governments of the Swiss regions ("cantons") are to be occupied only by the representatives of specific language groups (the French, German, Italian, and Rhaeto-Romance language speakers).

Federation/Confederation

A federation is a political structure of a state in which one "center" ("central or federal government") and several "subjects" (or "regional governments") agree on a system of dividing power among them. Typically, federal governments take charge of foreign policy, defense, federal taxes, and monetary issues, while the "subjects" have power over other areas, such as education, local economy, local taxes, etc. This system of power-sharing between the center and the subjects is usually laid down in the federal constitution. Examples: Canada, India, Australia, Russia, Brazil, Germany, and the United States.

A confederation is a looser political arrangement than a federation in which the central government is weaker, and the subjects retain their independence and sovereignty. Sample usage: The United States was a confederation from 1778 until 1787, after which it became a federation. Switzerland is another example of a confederation.

© SPICE

Republic

From the Latin *rex publica*, meaning "the power of the people." This term usually refers to a state with a democratic political system and an electoral form of government. In a republic, the ultimate power resides in the people, and the head of state "receives" this power after being elected by the people. Sample usage: After the Declaration of Independence of the American colonies, the United States became a republic, where the sovereignty of the British king was replaced by the sovereignty of the American people.

Sovereignty

This very complex term is used to denote exclusive and supreme power over a certain territory. This term implies that no other power can interfere with or be considered higher than the "sovereign power." Sovereignty usually entails "jurisdiction"—the right to exercise political and legal authority, and to create and enforce laws. Sample usage: Although Hawaii became the 50th state to join the United States in 1959, many indigenous Hawaiian people feel that they never directly relinquished their claims to their inherent sovereignty as a people over their national land, Hawaii.

Unitary State

From the Latin *unitas* which means "unity." This concept refers to a state in which political power is highly centralized. Sample usage: Unlike Switzerland, France is a unitary state where political power is concentrated in the hands of the central government.

The Russian Federation and the United States: Comparative Facts

RUSSIAN FEDERATION FACTS

Form of Government: Republic
Head of State: President
Legislative Body: Bicameral Parliament
Lower House: The Duma
Upper House: Federal Council

21 Federal Republics
49 Oblasts (Regions)
6 Krays (Regions)
10 Autonomous Okrugs (Districts)
1 Autonomous Oblast (Region)

UNITED STATES FACTS

Form of Government: Republic
Head of State: President
Legislative Body: Bicameral Parliament (Congress)
Lower House: House of Representatives
Upper House: Senate

50 States
1 District of Columbia
Puerto Rico, Associated Commonwealth
Unincorporated Territories: e.g., American Samoa, Guam, Virgin Islands

© SPICE

Lesson Two

ETHNICITY AND ETHNIC CONFLICT: THE NORTHERN CAUCASUS

Introduction

This lesson gives students a general conceptual understanding of ethnicity, nationality, and ethnic conflict, using the example of the Northern Caucasus—one of Russia's most ethnically diverse regions. The lesson begins with students exploring the relationship between ethnic and political boundaries, and between ethnicity, nationality, citizenship, and other concepts. They are encouraged to formulate a definition of ethnicity based on their own understanding of the concept. In the following part of the lesson, students learn about the region of the Northern Caucasus and its many ethnic groups, as well as its territorial units, the federal republics. Using a map of the Northern Caucasus and data on some of the ethnic groups that inhabit the various republics, students learn about the way in which ethnic groups are distributed among the different republics and regions. Once the complexity of this distribution is established, students are asked to think about ways of resolving ethnic differences and keeping peace among various groups. The discussion is based on the example of the Northern Caucasus, but it extrapolates to other countries of the world where various ethnic groups live together.

Objectives

- To define the terms "ethnicity," "nationality," and "ethnic conflict" and their relationship to each other
- To learn about ethnic diversity in general and its manifestation in one particular region, the Northern Caucasus
- To explore the complexity of the ethnic mosaic of the Northern Caucasus and the possible methods of resolving ethnic differences and maintaining peace among ethnic groups
- To appreciate the complexity and diversity of the world, and its political, ethnic, and cultural boundaries
- To consider issues related to conflict resolution and management, and peaceful coexistence

Materials

Handout #1b, *Physical Map of Russia* (from Lesson One)
Handout #2a, *Fact Sheet for Ethnic Groups in Russia*, one copy per student
Handout #2b, *Political Map of the Northern Caucasus*, seven copies
Handout #2c, *Ethnic Map of the Northern Caucasus*, optional
Fact Sheet #2a, *Adygey*, one copy
Fact Sheet #2b, *Chechnya*, one copy
Fact Sheet #2c, *Dagestan*, one copy

Fact Sheet #2d, *Ingushetia*, one copy
Fact Sheet #2e, *Kabardino-Balkaria*, one copy
Fact Sheet #2f, *Karachai-Cherkessia*, one copy
Fact Sheet #2g, *North Ossetia (Alaniya)*, one copy

Teacher Preparation

- Prepare transparencies of Handout #1b, *Physical Map of Russia* (from Lesson One) and Handout #2c, *Ethnic Map of the Northern Caucasus*.
- Make copies of handouts and fact sheets.

Time

1–2 class periods

Procedure

1. Ask students to name some ethnic groups, e.g., those inhabiting their neighborhood or represented in their class. Students will probably provide examples involving race, religion, language, nationality, and different combinations of the above. For instance, they may cite African Americans, Asians, French, Hispanics, etc. Write these examples on the board. Ask students to group these examples by race, religion, language, or other criteria. Then, ask students how these groups relate to each other, e.g., Can an African American also be a Christian or a Muslim? Can a French national also be Jewish? Next, ask students to break down these categories into smaller ones, for example, to break down "Whites" into "Irish Americans" or "Italian Americans," Asians into "Japanese Americans" or "Chinese Americans," etc.

   Finally, encourage students to think about combining these groups into larger categories, e.g., to combine all the examples above into a larger category, "Americans." Ask students to think about all the different groups that are included in the category of "Americans."

2. Encourage students to think about ways of defining ethnicity. Write several possible definitions proposed by the students on the board. Tell students that ethnicity is a very complex and ambiguous concept and that they should not be discouraged if no clear and definitive answer is found. Finally, inform students that most definitions converge on the following:

   An ethnic group is one that is identified by its members and by outsiders as having certain distinct traits, such as language, culture, history, and traditions, whereby these traits are preserved in time and passed from one generation to another.

3. Return to the example of "Americans" as a category, and "Whites," "Blacks," "Asian Americans," "Native Americans," and "Hispanics" as different groups within this category. Ask students to think about "Russians" and, by the same token, to try to break this category down into different groups. Are all citizens of Russia "Russians"? Are there other groups in Russia that the students may be familiar with?

© SPICE

4. Introduce students to the Caucasus region by showing its location (near the Caucasus Mountains) on a transparency of Handout #1b, *Physical Map of Russia* (from Lesson One). Tell students that it is a mountainous area marking the southeastern border of Europe and populated by many ethnic groups representing different languages, religions, and traditions.

5. Divide students into seven groups. Assign each group one of the seven Northern Caucasian republics (Fact Sheets #2a–#2g). Distribute the following handouts as well: Handout #2a, *Fact Sheet for Ethnic Groups in Russia*, to each student and Handout #2b, *Political Map of the Northern Caucasus*, to each group.

   Inform students that they will have 30 minutes to prepare for a group presentation during which they will be asked to introduce their republic to the classmates. Please note that the information provided on each republic varies somewhat due to the availability (or lack) of data. During the presentation, students should be prepared to address the following:

   - Name of their republic and its capital
   - Its size and population
   - Republics and countries on which it borders
   - Ethnic composition of their republic; students should identify the main ethnic groups that inhabit their republic. Ask students to use the ethnic groups listed on Handout #2a and their corresponding numbers on Handout #2b.

   Finally, ask students to determine which of the other six Northern Caucasian republics share the same ethnic groups as their own republic.

   Optional: Using a transparency of Handout #2c, *Ethnic Map of the Northern Caucasus*, show students the remarkable ethnic diversity of the Northern Caucasus. Note that the numbers on this handout do not correspond to the numbers on Handout #2a.

6. Announce the beginning of class presentations, and ask each group to elect a spokesperson. Ask the spokesperson to begin the presentation by taping a map of the respective republic on the board, so that with each presentation, a map of the whole Northern Caucasus begins to form. The presentations should begin by addressing the points listed under #5. During the final part of each presentation, the spokesperson should describe the ethnic composition of his or her republic and name the main ethnic groups inhabiting it. As these ethnic groups are named, ask the spokespersons from other groups to raise their hands to announce to the class if the same ethnic groups inhabit their republics.

   Finally, identify the ethnic groups inhabiting different republics and republics sharing common ethnic groups. Write them down on the blackboard.

7. Based on the presentations, invite students to think about the dilemmas of ethnicity and ethnic conflict. There are many ethnic groups inhabiting the world, most of them living in many different countries and living side by side with other ethnic groups. The Northern Caucasus is a good example of ethnic diversity; there are more than 50 different ethnic groups, with many different languages, traditions, and religions, inhabiting this small mountainous region.

   In some cases, these groups live peacefully side by side with their neighbors. In other cases, ethnic conflict breaks out among these different groups. For example, the Ossetians are in conflict with their neighbors, the Ingush; the Chechens are fighting the Russian government in order to gain independence; many other conflicts take place in the neighboring regions of the Caucasus.

8. After providing this introduction, invite students to discuss the reasons why in some cases there is ethnic peace, and in others, ethnic conflict. Ask them what solutions they would propose to restore peace among ethnic groups. Invite students to cite other examples of ethnic conflicts that are known to them, e.g., Palestine, Northern Ireland, Quebec, Kashmir, Tibet, Rwanda. As the discussion progresses, describe to the students some of the main methods for resolving or managing ethnic conflicts:

   - Power-sharing (Switzerland, Lebanon)
   - Autonomy (Palestine)
   - Federation (Discuss the examples from the Russian Federation.)
   - Secession (Eritrea, Bangladesh)

   Remind students that these concepts were explained in Lesson One as a part of the discussion on federalism. Conclude the activity by summarizing what students learned about the ethnic diversity of the Northern Caucasus, as well as the concepts of ethnicity, ethnic conflict, and conflict resolution and management.

© SPICE

Fact Sheet for Ethnic Groups in Russia

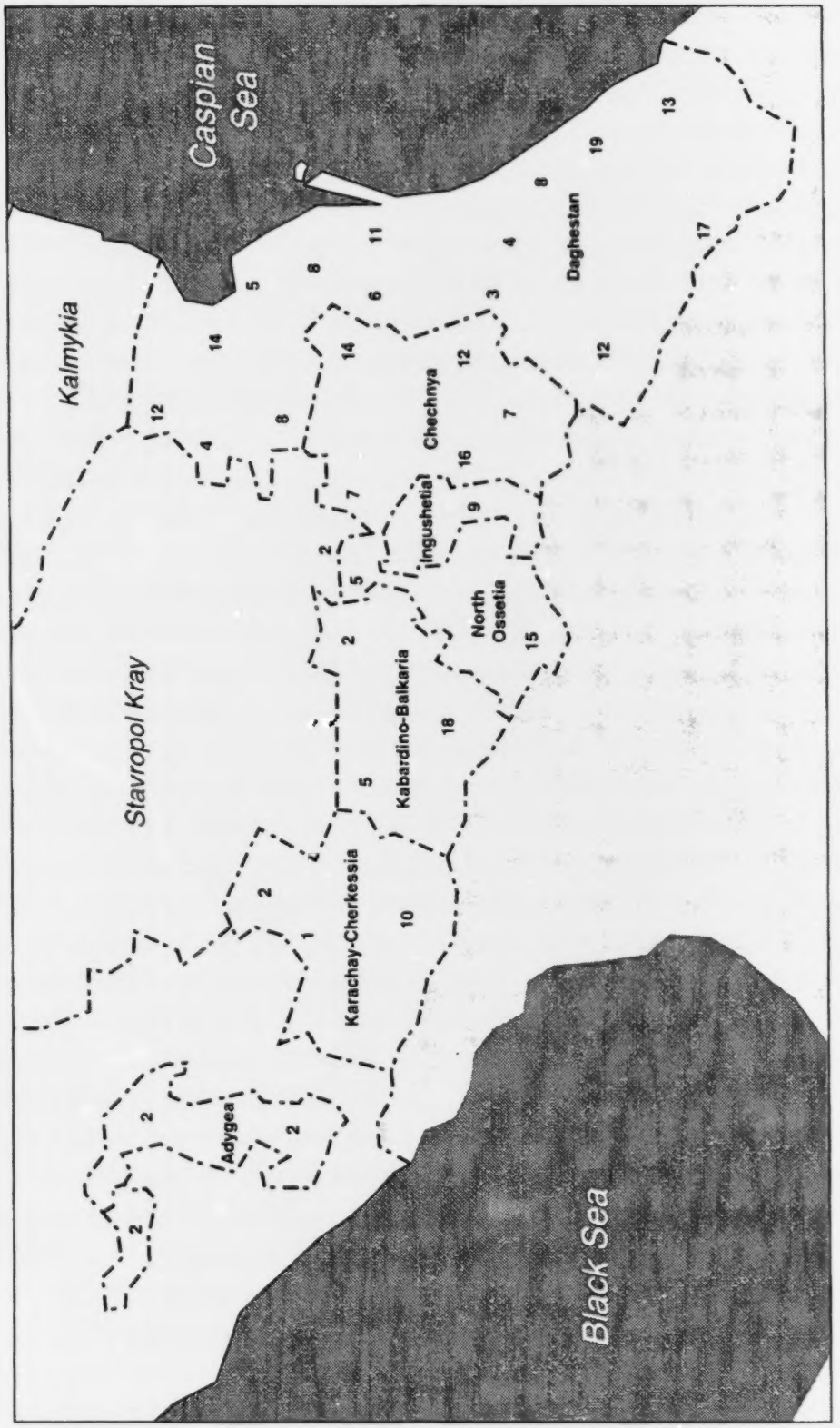
There are at least 60 different recognized ethnic groups in Russia. The majority of the population is Russian (83%). There are also Ukrainians (3%) and non-Slavic linguistic and ethnic groups such as Tatars (3%), Bashkirs, Chuvash, Komi, Komi-Permyaks, Udmurts, Mari, Mordovians, Jews, Germans, Armenians, and numerous groups in the Far North and in the Caucasus.

Russia has 21 republics: Adygea, Altai, Bashkortostan, Buryatia, Chechnya, Chuvashia, Dagestan, Ingushetia, Kabardino-Balkaria, Kalmykia, Karachay-Cherkessia, Karelia, Khakassia, Komi, Mari El, Mordovia, North Ossetia (Alania), Sakha, Tatarstan, Tuva, and Udmurtia; one autonomous region (or oblast): Jewish (Birobidjan); 10 autonomous national areas (okrugs): Aga-Buryat, Evenkia, Khanty-Mansi, Komi-Permyak, Koryakia, Nenetsia, Taymyria, Ust-Orda Buryat, and Yamalo-Nenetsia; 49 Russian regions (oblasts; the cities of Moscow and St. Petersburg also have oblast status); and six Russian territories (krays). Oblasts and krays are roughly equivalent to provinces.

The majority of Russia's population has no religious affiliation due to the antireligious ideology of the Soviet Union. The Russian Orthodox Church, headquartered in Moscow, has about 60 million adherents; the numbers have grown rapidly since the end of Soviet rule. There are also large communities of Old Believers, a group that broke with the orthodox church in the 17th century. Other religions include other Christian churches, various sects of Islam, Lamaist Buddhism, Judaism, and tribal religions. Partly in reaction to proselytizing by Protestant evangelicals, Mormons, and others, a 1997 Russian law granted superior status to the Russian Orthodox Church (and other older Russian religions).

List of selected ethnic groups

1. Abaza
2. Adygey
3. Andi
4. Avar
5. Balkar
6. Bezhita
7. Chechen
8. Dargwa
9. Ingush
10. Karachay
11. Kumuki
12. Lak
13. Lezgi
14. Nogai
15. Ossetian
16. Russian
17. Rutul
18. Svan
19. Tat



© SPICE

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Adygea

Federal republic
Economic cooperation zone: Northern Caucasus Economic Area
Borders on: Krasnodar Kray
Area: 7,600 sq. km.
Population: 450,400
Population density: 59 inhabitants per sq. km.
Capital: Maykop
Capital, population: 175,400
Administrative structure: 7 districts, 2 cities

© SPICE

Chechnya

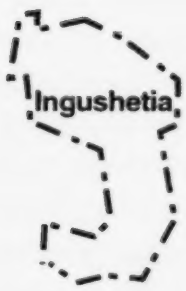
Federal republic
Borders on: Dagestan, Georgia, Stavropol Kray, Ingushetia, North Ossetia
Area: 15,800 sq. km.
Population: 698,000 (1999 estimate)
Capital: Groznyi
Capital, population: 250,000 (1999 estimate)
Administrative structure: 4 towns, 400 villages

Dagestan

Federal republic
Economic cooperation zone: Northern Caucasus Economic Area
Borders on: Azerbaijan, Georgia, Kalmykia, Chechnya, Stavropol Kray, Caspian Sea
Area: 50,300 sq. km.
Population: 2,067,100
Population density: 41 inhabitants per sq. km.
Capital: Makhachkala
Capital, population: 369,700
Administrative structure: 41 districts, 10 cities

Ingushetia

Federal republic
Economic cooperation zone: Northern Caucasus Economic Area
Borders on: Georgia, Chechnya, North Ossetia
Area: 3,750 sq. km.
Population: 270,000
Population density: 65 inhabitants per sq. km.
Capital: Nazran



Kabardino-Balkaria

Federal republic
Economic cooperation zone: Northern Caucasus Economic Area
Borders on: Georgia, North Ossetia, Karachay-Cherkessia, Stavropol Kray
Area: 12,500 sq. km.
Population: 789,900
Population density: 63 inhabitants per sq. km.
Capital: Nalchik
Capital, population: 257,500
Administrative structure: 8 districts, 3 cities

© SPICE

Karachay-Cherkessia

Federal republic
Economic cooperation zone: Northern Caucasus Economic Area
Borders on: Krasnodar Kray, Kabardino-Balkaria, Georgia, Stavropol Kray
Area: 14,100 sq. km.
Population: 435,700
Population density: 31 inhabitants per sq. km.
Capital: Cherkessk
Capital, population: 119,100
Administrative structure: 8 districts, 2 cities

North Ossetia (Alania)

Federal Republic
Economic co-operation zone: Northern Caucasus Economic Area
Borders on: Kabardino-Balkaria, Stavropol Kray, Chechnya, Ingushetia, Georgia
Area: 8,000 sq. km.
Population: 658,300
Population density: 82 inhabitants per sq. km.
Capital: Vladikavkaz
Capital, population: 324,200
Administrative structure: 8 districts, 1 city

© SPICE

Lesson Three

REGIONS OF SIBERIA

Introduction

The introductory part of this lesson invites students to explore the relationship between the land and the people, using the example of Siberia. The lesson continues with an overview of Siberia's natural resources, its main geographic and natural landmarks, as well as Siberia's main regions. During the class activity, student groups are asked to explore Siberia's ecological problems and economic prospects, representing both environmental and economic perspectives. During an in-class group discussion, both perspectives are represented by respective groups. In the concluding part of the lesson, students are asked to present a joint approach, reconciling the environmental and the economic perspectives.

Objectives

- To become familiar with the geography and natural resources of Siberia
- To understand the arguments for and against economic development utilizing the land's natural resources
- To consider the delicate balance between ecological and economic concerns

Materials

Handout #3a, *Siberia Fact Sheet*, one per student

Handout #3b, *Policy Recommendation Guidelines for Economists*, copies for half of the class

Handout #3c, *Policy Recommendation Guidelines for Ecologists*, copies for half of the class

Handout #3d, *Map of Natural Resources of Siberia*, copies for half of the class

Handout #3e, *Environmental Map of Siberia*, copies for half of the class

Teacher Preparation

- Make copies of all handouts.
- Make a transparency of Handout #3e, *Environmental Map of Siberia*.

Time

1–2 class periods

Procedure

1. Ask students to come up with a working definition of "region." Ask students to think about the United States (or other countries) and its different regions. How would they define a region? Are there many types of regions? Discuss the concept of land and its connection to humans.
2. Ask them to think about the region in which they live. What are some of

the characteristics of their region? How is their region perceived by others? How is their region different from other regions? How are they the same? Are these differences and similarities a reality, or are they merely social constructions and/or perceptions?

3. Share the following definition of region from the National Geography Standards:

   "Region is a concept that is used to identify and organize areas of Earth's surface for various purposes. A region has certain characteristics that give it a measure of cohesiveness and distinctiveness and that set it apart from other regions. As worlds within worlds, regions can be used to simplify the whole by organizing Earth's surface on the basis of the presence or absence of selected physical and human characteristics."

   According to the students' definition, what are some differences between regions, e.g., weather, economics, linguistics, urban, rural, population diversity and density? How does their definition differ from the National Geography Standards' definition of region? How are various regions interrelated to each other and related to a nation?

4. Begin a focus on Siberia by displaying a transparency of Handout #3d, *Map of Natural Resources of Siberia*, and distributing Handout 3a, *Siberia Fact Sheet*, to students. Using Handout #3a, have students discuss Siberia—its territory and resources, rivers, and regions.

   Then, as a class, explore the three regional divisions of Siberia: Western Siberia (west of the Yenisey River up to the shaded region), Central Siberia (between the Yenisey River and the Lena River), and Eastern Siberia (east of the Lena River); the great rivers of the region, and the significance of the three regional divisions. Discuss how the divisions of the region fall into the definition of region discussed previously.

5. Divide students into three groups, each corresponding to one of the three main regions as outlined above, and assign one region to each group. Next, divide each group into two subsequent subgroups: the economists and the ecologists. Distribute Handout #3b, *Policy Recommendation Guidelines for Economists*, and Handout #3d, *Map of Natural Resources of Siberia*, to the economists, and Handout #3c, *Policy Recommendation Guidelines for Ecologists*, and Handout #3e, *Environmental Map of Siberia*, to the ecologists. Explain the purpose of each group by sharing the following:

- The economists (first group) are asked to analyze the natural resources of their respective regions, provide a short summary of these resources, and explain how these resources should be used for economic purposes. As a result of the discussion, the group should put forward a set of recommendations on economic policies and strategies. Students should use Handouts #3a and #3d, and if possible, the school library or

the Internet. In writing the recommendations, students should follow the guidelines that are presented in Handout #3b.

- The ecologists (second group) are asked to discuss the environmental conditions and the existing economic problems in their respective regions. As a result, they should propose a set of recommendations on measures that need to be taken to preserve the environment and to solve the existing environmental problems. Students should use Handouts #3a and #3e, and if possible, the school library or the Internet. In writing the recommendations, students should follow the guidelines that are presented in Handout #3c.

6. Give each group a class period to prepare for its presentation. Each region's two groups should present a 10–14 minute presentation (5–7 minutes for the economists and 5–7 minutes for the ecologists).
7. After each group's presentation, ask the three economists' groups to form one group and the three ecologists' groups to form another. The first group will be called the Interregional Economic Commission, and the second, the Interregional Commission on Environmental Protection. Give each group another 15 to 20 minutes to work out a proposed strategy and a set of policy recommendations for all of Siberia.
8. Allow each Interregional Commission to make a statement outlining its proposed strategy and policy. After hearing the two statements, the two Interregional Commissions should continue negotiations until a compromise solution is found. This compromise solution should then be included in a joint statement and presented to the whole class.
9. Use the following to debrief the activities:
   - How did various regions differ in views and needs?
   - How did this affect the process and results?
   - What were the agreements and disagreements?
   - How were they resolved or managed?
   - Were there compromises?
   - What was the connection between land and people?
   - Why was that connection worth studying?
   - What did you learn about Siberia?
   - How was it different from what you had previously known (or not known)?
   - How do you think Siberia fits into the global discussion of economics and/or environment?

Siberia Fact Sheet

The vast region of Siberia makes up about 75 percent of the area of Russia and includes all the land east of the Ural Mountains extending to the Pacific Ocean. It is bounded on the north by the Arctic Ocean and on the south by Kazakhstan, Mongolia, and China. Siberia covers approximately 5,207,900 square miles. In comparison, the United States (including Alaska, Hawaii) covers only 3,679,792 square miles. The area of Siberia is so large that Moscow is closer to the residents of the U.S. state of Maine than to the people living on the eastern coast of Siberia.

Main Geographic Regions of Siberia

The West Siberian Plain extends from the Ural Mountains to the Yenisey River and is the world's largest level region. Large potions of this land are swamplands.

The Central Siberian Plateau is cradled between the Yenisey River and the Lena River. On the southern edge of Central Siberia, a smaller region called the Baikal region is home to the world's deepest freshwater lake.

The East Siberian Uplands consist of mountain ranges including Stanovoy Range, Chersky Range, and the Verkhoyansk Mountains. Siberia's highest point is an active volcano that rises 15,584 feet above sea level.

Climate

Siberian climate varies according to geographic region but can be generally characterized as having long harsh winters and short, relatively hot summers. Winters in Western Siberia experience heavy snowfall while the summer months melt frozen rivers and snow into swamplands. Traveling east toward Eastern Siberia, temperatures become progressively colder with less precipitation. In cities such as Oymyakon, winter temperatures as low as -96°F (-71°C) have been recorded. Penetration of the cold extends far beneath ground surface and creates a perpetually frozen underground called permafrost. Much of Eastern Siberia is afflicted with permafrost making agriculture difficult particularly in the northeast regions of Siberia. Siberia's rich farmlands lie in the southern steppe regions.

Variation in climate creates three vegetation zones that span east-west across Siberia.

Tundra: In the treeless region located north and extending across the Arctic coast, temperatures averaging 50°F in July partially thaw out the nine-month winter freeze and allow the growth of moss, lichen, and sedges.

Taiga: This area lies south of the tundra and covers most of Siberia. Taiga is the Russian name for a continuous belt of evergreen forests growing on swampland that spans from the Ural Mountains to the Pacific Coast. The coniferous vegetation in the taiga is physiologically

© SPICE

adapted to withstand the continental climate of Siberia. Animals inhabiting the taiga are fur-bearing animals such as the squirrel, fox, otter, wolf, elk, reindeer, sable, and bear.

Steppe: The rich black soil of the grasslands in the southwest, milder temperatures and a longer growing season combine to enable the cultivation of wheat, rye, oats, and sunflowers. Russia's main source of grain is produced in the steppe. Temperatures typically range from 3° F in January to 64° F in July. The animals inhabiting this region include rodents such as marmots and other burrowing animals, along with skunks, foxes, and wolves.

Population and Economy

Presently, there are about 34.8 million people living in Siberia. The majority of the population is ethnic Russians. However, there are 31 recognized indigenous ethnic groups existing in Siberia. Ethnic minorities make up about 4 percent of the Siberian population. With the exception of a few in the north who still maintain a semi-nomadic or nomadic life style, 70 percent of Siberians live in cities built along the Trans-Siberian Railroad in the south.

Siberia's landscape is replete with natural resources, including:

- 90 percent of Russia's coal reserves
- 75 percent of Russia's petroleum and gas
- a prospective two-thirds of Russia's lead, zinc, tin, aluminum ores, platinum, copper, and nickel resources
- an area of 800,000 square miles of forests usually used for timber (though only a fifth of it is accessible with current transportation modes)
- more than half of Russia's gold and gem mines (Eastern Siberia)
- Lake Baikal—world's deepest freshwater lake holding one-fifth of the world's freshwater reserves

In the 1950s and 1960s, large petroleum and natural gas reserves were discovered in western Siberia near Yakutsk, and immense hydroelectric power plants were built along the Angara, Yenisey, and Ob rivers. Today, the Sayano-Shushensk Dam on the Yenisey River is one of the world's largest power dams and generates about 6.5 million kilowatts. Also during the mid-1960s, large oil fields near Tyumen were discovered, and today they continue to produce the majority of Russian oil.

Policy Recommendation Guidelines for Economists

Regional Interests

You are an economist who has been asked to assess the state of the economy for your region. You have been asked to propose a set of recommendations on measures that need to be taken to solve the existing economic problems. Later, you will be proposing your region's recommendations to the larger Interregional Economic Commission. There, your job will be to report your findings, evaluate the findings of other regions, and propose a comprehensive set of policy recommendations to be presented at the All Regional Siberia Conference. In coming up with a set of recommendations, use the following as guidelines:

- What are your region's main resources?
- Where are they?
- Why are they valuable? How can they be used?
- What is the current state of the economy in your region?
- Who or what will benefit from the extraction and production of these resources?
- Who or what will be hurt?
- How do you propose to reach a balance?

Interregional Economic Commission

You are still a representative of your region. However, now you must work with other regions to develop a comprehensive economic policy while keeping the following things in mind:

- What are the various natural resources?
- Where are they from?
- Why are they valuable?
- How can they be used?
- Are there resources that have more "value"?
- Are there resources that are dependent on another?
- Who or what will benefit from these natural resources?
- Who and/or what will be hurt from the extraction and production of these natural resources?
- How do you propose to reach a balance?

© SPICE

Policy Recommendation Guidelines for Ecologists

Regional Interest

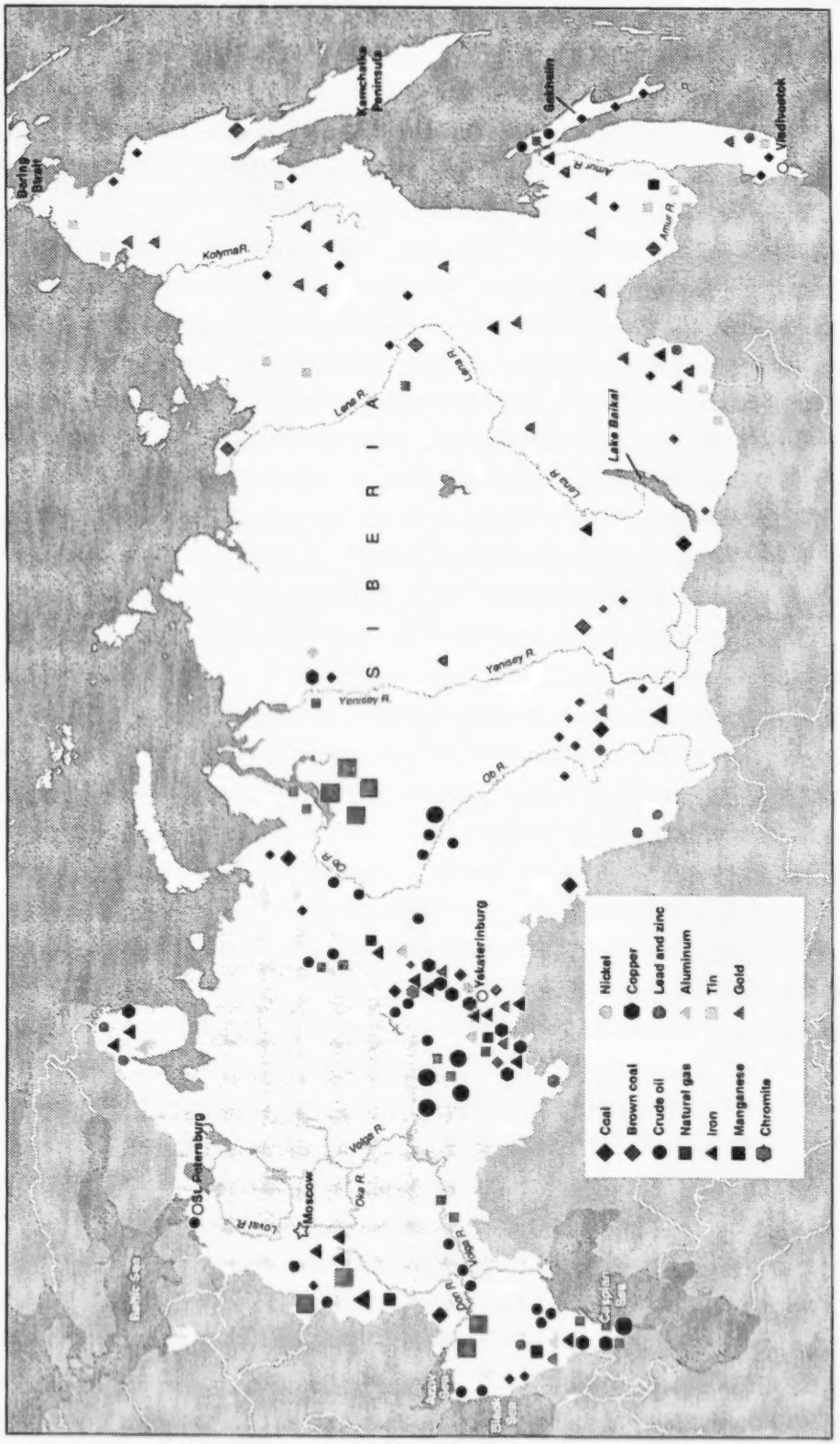
You are an ecologist who has been asked to assess the state of the environment for your region. You have been asked to propose a set of recommendations on measures that need to be taken to preserve the environment and solve the existing environmental problems. Later, you will be proposing your region's recommendations to the larger Interregional Commission on Environmental Protection. There, your job will be to report your findings, evaluate the findings of other regions, and propose a comprehensive set of policy recommendations to be presented at the All Regional Siberia Conference. In coming up with a set of recommendations, use the following as guidelines:

- What are your region's main resources?
- What is the economic "value" of these resources?
- What are the main ecological and environmental problems in your region?
- How are the lives of people and environmental conditions affected by these problems?
- How do you propose to remedy the problems?

Interregional Commission on Environmental Protection

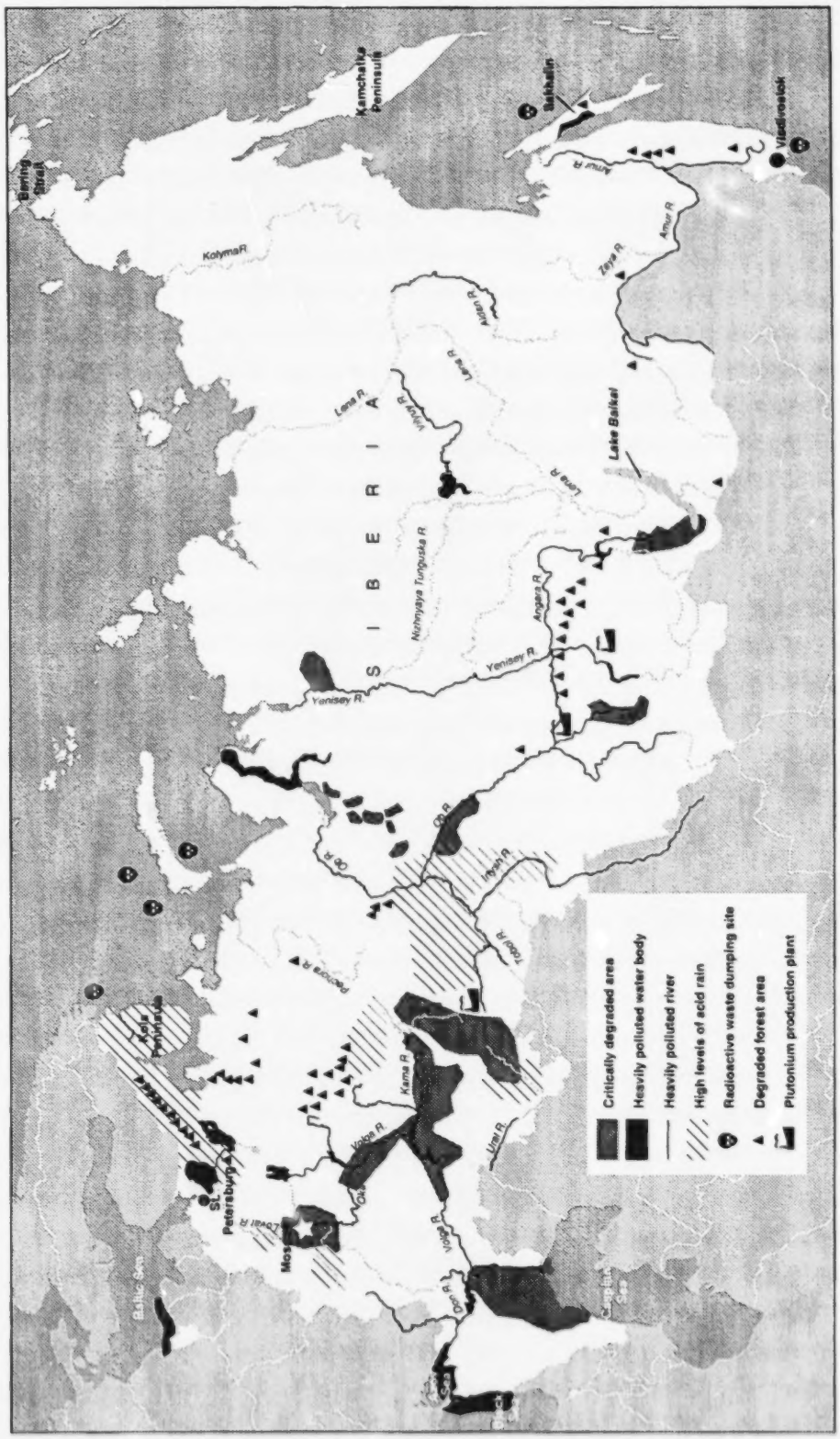
You are still a representative of your region. However, now you must work with other regions to develop a comprehensive environmental policy while keeping the following things in mind:

- What are the various natural resources?
- Where are they from?
- Why are they valuable?
- How can they be used?
- Are there resources that have more "value"?
- Are there resources that are dependent on another?
- Who or what will benefit from these natural resources?
- Who and/or what will be hurt from the extraction and production of these natural resources?
- How do you propose to reach a balance?



© SPICE

BEST COPY AVAILABLE



BEST COPY AVAILABLE

References

Lesson One
Russia: Land of Diversity

Books:

Channon, John. *The Penguin Historical Atlas of Russia.* New York: Penguin, 1995.

Gilbert, Martin. *Atlas of Russian History.* New York: Oxford University Press, 1993.

Kaiser, Robert John. *The Geography of Nationalism in Russia and the USSR.* Princeton, NJ: Princeton University Press, 1994.

Shaw, Denis J. B. *Russia in the Modern World : A New Geography.* Malden, MA: Blackwell, 1999.

Web sites:

Russia: Administrative Divisions
<http://www.theodora.com/maps/new2/russian_admin.jpg>.

Blank Map of Russia
<http://geography.about.com/science/geography/library/blank/russia.jpg>.

Lesson Two
Ethnicity and Ethnic Conflict: The Northern Caucasus

Books:

Alekseyev, Veniamin. *State and Minorities.* Stockholm: Almqvist and Wiksell, 1997.

Allworth, Edward, ed. *Nationality Group Survival in Multi-Ethnic States.* New York: Praeger, 1977.

Brower, Daniel R., and Edwward J. Lazzerini, eds. *Russia's Orient.* Bloomington: Indiana University Press, 1991.

Karny, Yo'av. *Highlanders.* New York: Farrar, Straus, and Giroux, 2000.

Lewis, Robert A. *Nationality and Population Change in Russia and the USSR.* New York: Praeger, 1976.

Rockett, Rocky L. *Ethnic Nationalities in the Soviet Union.* New York: Praeger, 1981.

Sokolovski, Sergei V. *Structures of Russian Political Discourse on Nationality Problems.* Washington, DC: Kennan Institute, 1999.

Vakhtin, N.B. *Native People of the Russian Far North.* London: Minority Rights Group, 1992.

Web sites:

The Languages of the Caucasus
Chechnya Information Channel. <http://www.ichkeria.org/english/maps/language_map.html>.

Conflict and Tension Zones in the Caucasus Region
International Center on Conflict and Negotiation. <http://members.tripod.com/~iccn/map.htm>.

Lesson Three
Regions of Siberia

Books:

Collins, David Norman. *Siberia and the Soviet Far East*. Oxford: Clio, 1991.

Mote, Victor. *Siberia: Worlds Apart*. Boulder, CO: Westview, 1993.

Whiting, Allen S. *Siberian Development and East Asia*. Stanford, CA: Stanford University Press, 2001.

Wood, Alan, ed. *Siberia: Problems and Prospects for Regional Development*. New York: Croom Helm, 1987.

Web sites:

Britannica Online. <http://www.britannica.com/search?query=siberia>.

Economic Geography. <http://www.friendspartners.org/oldfriends/siberia/eco_bus/f1_1.html#oil>.

Fuels and Metallic Minerals.
<http://es.rice.edu/projects/Poli378/Maps/Former_USSR/Industries/Fuel.gif>.

International Environmental Collaboration, Russia: A Case Study.
<http://www.conservationfoundation.co.uk/jms/jms1.htm>.

Orlov, V.P., *Preservation of Natural Resources in Russia's Greater Rivers Basin: Present State and Problems*.
<http://unesco.ngasu.sci-nnov.ru/icef/vol1/eng/1.htm>.

General

Books :

Geography Education Standards Project. *Geography for Life : National Geography Standards 1994*. Washington, D.C. : National Geographic Research & Exploration, 1994.

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. Upper Saddle River, NJ: Prentice Hall, 2002.

© SPICE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

SO

I. DOCUMENT IDENTIFICATION:

Title: Mapping Russia: Geographic and Cultural Diversity	
Author(s):	
Corporate Source: Stanford Program on International and CrossCCultural Education SPICE	Publication Date: 2001

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☑

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature:	Printed Name/Position/Title: Gary Mukai
Organization/Address: SPICE Stanford University Encina Hall East, 616 Serra Street Stanford, CA 94305-6055	Telephone: 650 723-1116 FAX: 650 723-6784 E-Mail Address: gmukai@stanford.edu Date: 8/25/02

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/CHESS
2805 E. Tenth Street, #120
Bloomington, IN 47408

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2000)